

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Sanpete Middle School District North Sanpete

Target Group:(whole school, entire class) 8th grade class

Target Group selection is based upon the following data/information/school improvement goals: Teacher reports of a high incidence of bullying by 8th grade students

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
The percentage of students knowledgeable about bully prevention and problem solving will increase	Students will learn about bully prevention techniques and problem solving skills	<ul style="list-style-type: none"> Bully prevention and awareness problem solving and conflict resolution 	<ul style="list-style-type: none"> Health teachers all staff members school administrators 	pre and post test measures	9/1/04 - 5/27/05	198

Leslie K. Kisel
Principal's Signature

9/27/04
Date

9/28/04, 9/29/04, 9/16/05, 9/17/05
Date of Staff Presentation

Kacie Briggs
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School North Sanpete Middle School District North Sanpete

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Kami Briggs	all 8th grade students	all materials and curriculum was developed and prepared by Kami Briggs the school counselor using a variety of different resources	9/1/04-5/27/05	194	pre and post testing	There was an average percentile increase from 56% on the pre-test to 89% on the post-test	The data clearly shows an increase in students knowledge of bully prevention techniques as well as positive ways to solve problems among their peers.

Leslie Kuxel
Principal's Signature

5/25/05
Date

5/9/05
Date of Staff Presentation

Kami Briggs
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Harassment and Bullying

Students Name: _____

Do you know the school rules about bullying and harassment?

Yes No

If so name as many as you can:

Is it considered bullying if a group of friends tease each other in the halls and both parties think it is funny?

Yes No

Is it bullying to purposely exclude others from your group?

Yes No

Name five other ways a person could be bullied or harassed:

- 1.
- 2.
- 3.
- 4.
- 5.

Why do kids generally bully or harass other kids:

Is spreading rumors and writing notes about another person a form of bullying?

Yes No

Name four things you could do if you are being bullied or harassed:

- 1.
- 2.
- 3.
- 4.

Name four things you could do if you see someone else being bullied or harassed:

- 1.
- 2.
- 3.
- 4.

Conflict Resolution

Name the four steps to resolving conflicts:

- 1.
- 2.
- 3.
- 4.

What is empathy?

What needs to occur before positive conflict resolution can happen?

Is it alright to delay addressing a problem?

What is an "I" message?

Why would you use an "I" message?

Name 4 ways you can stop a conflict from occurring:

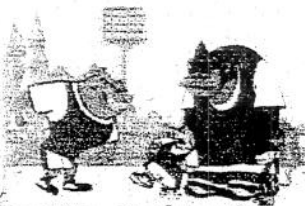
- 1.
- 2.
- 3.
- 4.

Is it alright to feel angry?

Name things that you can do to remove yourself from a conflict or fight

What is bullying?

Bullying happens when someone hurts or scares another person on purpose. The person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.



Hitting, kicking, shoving, and other physical kinds of bullying



Taunting, teasing, name-calling



Spreading rumors about others



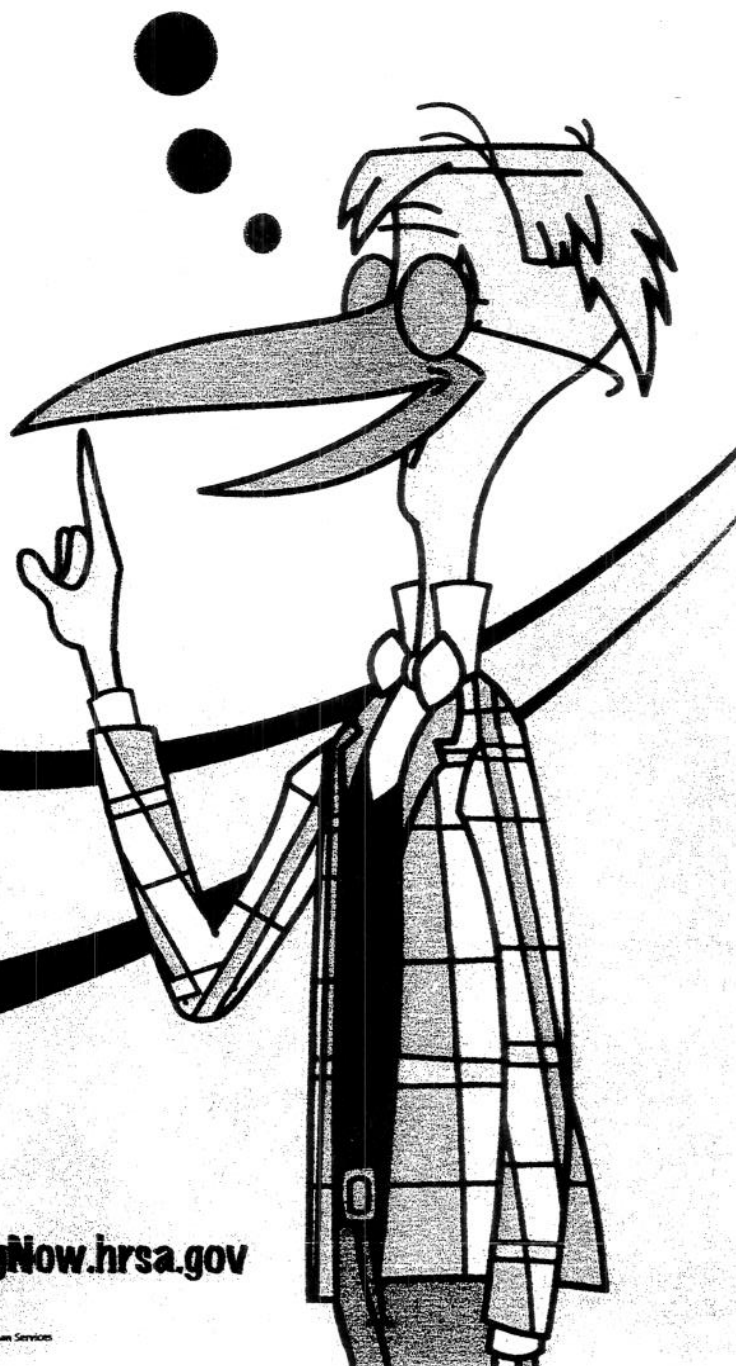
Excluding or ignoring others in a mean way



Taking money or other belongings



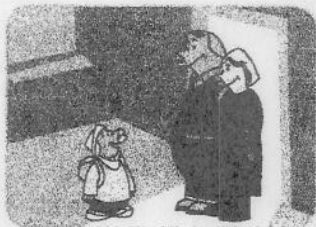
Sending mean e-mails or notes



**STOP
BULLYING
NOW!**
TAKE A STAND. LEND A HAND.

www.StopBullyingNow.hrsa.gov

What should I do if I'm bullied?



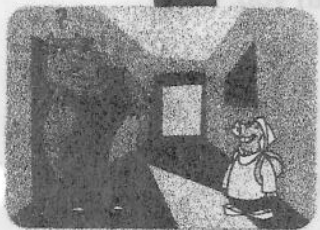
Tell your parents.
Your parents can help stop the bullying.



If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling. Write down what happened, where and when it happened, and who bullied you.



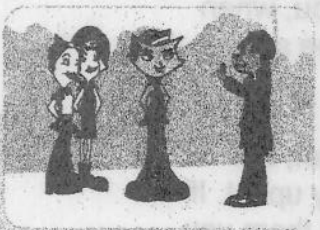
If you are nervous about talking with an adult at school, ask a friend or a parent to go with you.



Try not to show anger or fear. Students who bully like to see that they can upset you.



Don't fight back.



Calmly tell the student to stop...or say nothing and then walk away.



STOP BULLYING NOW
TAKE A STAND. LEND A HAND.

www.StopBullyingNow.hrsa.gov

Are you being bullied?

So you're being bullied, huh? That can feel pretty awful. But, no matter how bad it makes you feel sometimes, you should know you're not alone. That's right ... there are plenty of kids all over the world who go through the same things you do everyday. And, even though you may feel helpless sometimes, there are a lot of things you can do to help yourself out. So listen up and give these tips a try.

Always tell an adult. It's hard to talk about serious things with adults sometimes, but they can help put a stop to bullying. Tell your teacher, your parents, your school counselor - any adult you feel you can talk to. If you've told a grown-up before and they haven't done anything about it, try telling someone else - a teacher or school official who may have noticed the bullying. And if you're afraid to tell an adult that you have been bullied, get someone else to go with you. Having someone else there to support you can make it a lot less scary.

Stay in a group. Kids who bully like to pick on kids who are by themselves a lot - it's easier and they're more likely to get away with their bad behavior. If you spend more time with other kids, you won't be an easy "target" and you'll have others around to help you if you get in a bad situation!

Try to stand up to the person who is bullying you. If the person who is bullying you thinks you won't do anything about it, they are more likely to keep picking on you. This doesn't mean you should fight back. Instead, tell the person bullying you that you don't like it and that they should stop! The person bullying you should know that what they are doing is wrong. If you're afraid to talk to the person who is bullying you by yourself, then try getting someone else to go with you. Kids who bully are more likely to listen, and less likely to bully you, when you're not alone. If you're not comfortable doing this, that's OK. But be sure to tell an adult.

Make a joke. Sometimes it's hard to make a joke in a serious situation, but humor can help! Kids who bully tend to pick on people who are easily upset. If someone is picking on you and you make a joke out of it, you'll show them you aren't easily upset. And, who knows, the person bullying you might think it's pretty funny!

Remember, it is not your fault that you are being bullied. **No one deserves to be bullied.**

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Do you bully others?

If you bully others, we're glad you're here. If you're not sure if what you're doing is really bullying, then take this quick quiz that'll help you decide. (But here's a hint: If you are hurting or threatening others in some way and using your size, strength or popularity to do it ... you're probably bullying someone!)

Hey - let's face it, hurting and making others feel bad is NEVER cool. Just admitting that you are doing things to harm others takes some guts. But that's not enough. Trying to find out what you should do to change the way you're acting ... now that's a step in the right direction! So check out these tips ... they'll help you to start treating others with the respect they deserve.

Think about what you're doing ... and how it affects others. If you think calling others names is really harmless, or if you think pushing, hitting or stealing from other kids is funny, you've forgotten what it feels like to be hurt yourself! Teasing, hitting, keeping others out of a group - all of these things harm someone. All of us have been hurt at one time or another and we all know how it feels - awful! So the next time you are about to bully someone:

- put yourself in **their** shoes
- think about how it must make **them** feel; and
- and just don't do it.

Talk to an adult. Making other people feel badly should never make you feel good. If it does, or if you're not really sure why you bully other kids, you need to talk to an adult about it. Even though you might think an adult won't understand, or that you'll get yourself into trouble, they can help! Whether it is your parent, a teacher or another trusted grown-up, you should tell an adult how you've been acting so that they help you deal with it. School counselors are also great people to talk to about how you feel and how to change the way you treat others.

Do you bully others?

Okay, time for the truth. Or at least time to consider if you have a confession to make! Take this quiz to find out if you've ever bullied someone. Put a check in the boxes if you've done these things before.

- ☐ There's a boy or a girl (or maybe more than one) whom you've repeatedly shoved, or punched or physically pushed around in a mean way just because you felt like it.
- ☐ You had someone else hurt someone you don't like.
- ☐ You've spread a nasty rumor about someone, in conversation, in a note, or through email or instant messaging.
- ☐ You and your friends have regularly kept one or more kids from hanging out or playing with you. Examples: at your lunch table at school, during sports or other activities, or activities that are a part of a club or other kind of group activity.
- ☐ You've teased people in a mean way, calling them names, making fun of their appearance, or the way they talk or dress or act.
- ☐ You've been part of a group that did any of these things - even if you only wanted to be part of the crowd.

If you checked any of these boxes, you're not alone. All over the country, in all types of neighborhoods and schools, there are all types of young people who bully others. Bullying is serious business. It causes young people a lot of pain, and it can affect their ability to do well in school and their general happiness.

But it doesn't have to be that way. You can learn about better ways to treat your friends and acquaintances, as well as become part of the solution to this serious problem!

Do you witness bullying?

So, you aren't someone who bullies others, and you don't get bullied yourself. But if you see it happening to others, you can help put a stop to it. In order to stop bullying, everyone needs to lend a hand and get involved! And even though it might be easier to stand by and watch, just remember, we all need a little help from time to time! There are all kinds of great things you can do to make things better and set a positive example for kids who are bullied. So the next time you see someone being bullied, try one of the following ideas and make a real difference!

Report the bullying to an adult. Many kids who are bullied are scared to tell an adult about it (especially a teacher or principal), because they are afraid the person bullying them will find out and the bullying will just get worse. But as someone who witnesses bullying (we call them "bystanders"), it's much easier for you to tell an adult when you see something bad happen. Plus, kids who bully are more likely to give up and stop what they are doing if they don't think they can get away with it.

Support someone who is being bullied. Sometimes the best thing you can do for a person who is being bullied is just to be there for them and be a friend. Whether this means agreeing to walk home with them after school, trying to include them in your school or social activities, or just spending some time with them and trying to understand what they are going through, it will make a huge difference! Although these may seem like small things to you, they will show a kid who is being bullied that you care about them and the problems they are facing. And that can be a BIG help!

Stand up to the person doing the bullying. Tell a person who is bullying that what they're doing is wrong and that she or he should stop. If you can, get some friends to join you. It's not easy to stand up to kids who may be bigger and stronger than you or really popular, but it works! Just be sure you don't bully them back. When kids who bully see that other kids don't think it's cool, they are more likely to stop. If you don't feel safe telling someone to stop bullying, that's OK. As you can see here, there are other things you can do.

STUDENT CONDUCT:

Students are expected to speak and act respectfully to all persons. Pushing or shoudering students in the hall or in the lunch line is not allowed. Students are expected to be to all assigned classes before the tardy bell rings. Students should be seated and ready with materials to begin work when the tardy bell rings. Students are expected to listen to and follow instructions given by teachers. They are expected to be on task while in class. Students are expected to attend all assigned classes for the scheduled time each day. They must not leave a class unless given permission to do so from the class teacher.

SAFE SCHOOL POLICY:

North Sanpete Middle School is committed to fostering an environment that is safe and conducive to learning in our school, on our grounds, and during the transportation of students. The District Safe Schools Policy is written and enforced in accordance with Utah State Law (UCA 53 A-11-9040907) and the Federal Gun Free Schools Act (18 U.S.C. 3351). A copy of the District Safe Schools Policy in its entirety is available for review at the North Sanpete School District Office and in the office of the building principal. Students may be placed in in-school suspension, out-of-school suspension, and or referred to Juvenile Court for the following violations:

- use of obscene and profane language
- harassment
- possess, use, sell, or attempt to possess, use or sell any firearm, weapon, knife, or other instrument including those which eject anything; or other materials dangerous to persons or property; or any replica or facsimile of any of the above, regardless of intent and whether functional or nonfunctional; or any destructible device
- battery-the unlawful and intentional touching or striking of another person against his will
- assault- placing another person in fear or apprehension of a harmful or offensive touching, whether or not a touching is actually intended
- stealing
- arson-the willful and malicious destruction of any part of a building or its contents or occupants by the use of fire or explosives

Belonging

Objectives:

- To discuss the feelings of being "included/excluded."
- To plan specific actions to include others in activities.

Time:

One session

Materials:

Green, blue, and yellow dots, pencil, paper
(if group is large another color or two may be added)

Procedures:

The teacher gives a brief explanation of non-verbal behavior then explains to the students that a colored dot is going to be placed on the forehead of each person. The colored dot represents a group that they are going to join.

The rules of the game are:

1. No talking!
2. Students must use only non-verbal behavior to discover the color of their dot and to form a group with those who have dots of the same color.

The teacher begins the "no talking" time and goes around and places the dots on the forehead of each student (without them seeing the color). The teacher selects one student (preferably one who is popular and accepted by others) to get the yellow dot. Then he/she instructs the students to form a group (using non-verbal behavior) with those who have the same color dot.

It will soon become apparent that this one student is not a part of any group. Ask the student to relate his/her feelings about being left out. Then involve the other students in a discussion on "How it feels to be excluded." "What can we do to include others?" "Do new students feel this way?" Discuss the nonverbal behavior that students used to let others know that they were included or excluded.

In closing ask each student to make a special effort during the week to make another person feel included.

Student's Name: _____

Date: _____

What would work the best?

Scenario 1

A bully is picking on your little brother, both in school as well as after school. He comes home very upset saying that he does not even dare go out into the hall because this bully is waiting for him. This bully does things to your little brother like knocking his books out of his hands, pulling his pants down when everyone is looking and physically pushes him around. What advice would you give your little brother?

Class Choice: _____

Scenario 2

A group of guys have been harassing your little sister. She comes home crying every day and does not want to go to school. She said that they are "Cat calling" to her in the halls and grabbing her bottom and chest. She is very upset and does not know what to do. What advice would you give your little sister?

Class Choice: _____

Cooperation Squares Task

Objectives:

- To analyze certain aspects of cooperation in solving a group problem.
- To build awareness of some of the participants' own behavior traits.

Time:

One or two sessions

Materials:

Envelopes with puzzle pieces made from the five patterns on the following pages. (Photocopy number of patterns needed.)

Procedures:

1. Large group should be broken into small groups of five participants who are to arrange themselves in discussion circles. Use floor, if possible.
2. Each person in a small group should be given an envelope containing pieces for forming squares.
3. At the signal of the leader, the task of the group is to form five squares of equal size. Each square will be made up of three puzzle pieces. The task is not completed until: (1) everyone has before him a perfect square; (2) all the squares are of the same size; and (3) one square of the five has two pieces with the same letter.

The rules while completing the task are: No one may speak; no member may ask for a card or in any way signal that he wants one; members may give cards to others. Write these rules on the chalkboard or on a sheet of chart paper.

4. When all or most of the groups have finished, call time and have the small groups discuss the experience. Discuss such questions as:

- *How did you feel when someone held a piece and did not see the solution?*
- *Why did you feel this way?*
- *What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving their problem? Could you have reacted another way? Would this have helped or hindered solving the problem? Why?*
- *What was your feeling if you finished our square and then began to realize that you would have to break it up and give a piece away? Why did you feel this way?*
- *Did the climate (the way people acted) help or hinder getting the job done? Why?*

Prepare a set of squares and an instruction sheet for each group of five students. A set consists of five envelopes containing pieces of stiff paper cut into patterns that will form five 6"X6" squares as shown on the attached diagrams.

Several individual combinations will be possible but only one total combination.

Hint: Three of the *B* pieces are identical, therefore to win, a group needs one square with two *B* pieces.

CONFLICT RESOLUTION WITH FRIENDS

OBJECTIVE:	Students will learn conflict resolution in friendship.
COMPETENCY II:	Skills to interact with others.
INDICATOR 9:	Identify steps in resolving conflicts with others.
MATERIALS NEEDED:	Optional-card with examples of friends fighting.

ACTIVITY

"DO FRIENDS FIGHT?"

INTRODUCTION:

All friendships at one time or another have some kind of conflict. Students need to realize that people are bound to have differences of opinions no matter how close their friendship is. Learning how to resolve conflict in a fair and easy manner can preserve many friendships.

PROCEDURE:

1. Lead a discussion on conflicts that occur with friends. Students can brainstorm ideas. Write these on the board. Examples:
 - Your friend is always late.
 - You lend a book to a friend and they lose it.

Emphasize to the students that all friends disagree at one time or another. Most disagreements are short-lived and not very important to the overall friendship.
2. Inform the students that there are ways that they can handle an angry situation that will resolve the conflict more quickly. Explain that their goal is to handle the conflict in a fast manner that is agreeable to both sides. Explain that their goal is to handle the conflict in a fast manner that is agreeable to both sides. Introduce the four step process for problem solving.
 - Step One - State the problem.
 - Step Two - State all the possible ways to solve the problem.
 - Step Three - State which possibilities are unacceptable.
 - Step Four - State the solution that is agreeable to both sides.
3. Use the brainstorming ideas in procedure one to give examples of the four steps.
4. Divide the students into small groups. Assign examples of friend fighting. These examples could be written on index cards or taken off the board from step one. Ask each group to use the four step

previously given to state one or more ways to resolve the conflict. Each group will have the opportunity to present their solution to the class (Write the four steps on chalkboard for students to use, if needed.)

OBSERVATION NOTES:

This lesson may be difficult for students who do not have strong language skills. An alternative process may be needed for those students.

Step 1: State the problem

Step 2: State all possible ways to solve the problem

Step 3: State which possibilities are acceptable and not acceptable.

Step 4: State the solution that is agreeable to both sides.

Students Name: _____

Step 1: State the problem

Step 2: State all possible ways to solve the problem

Step 3: State which possibilities are acceptable and not acceptable.

Step 4: State the solution that is agreeable to both sides.

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Is spreading rumors and writing notes about another person a form of bullying?

Yes No

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Is it alright to delay addressing a problem?

What is an "I" message?

Why would you use an "I" message?

Name 4 ways you can stop a conflict from occurring:

- 1.
- 2.
- 3.
- 4.

Is it alright to feel angry?

Name things that you can do to remove yourself from a conflict or fight